

Instructor Development 2 – Course Overview

Welcome to Instructor Development 2!

This course is designed as a hybrid of online/independent work over six weeks, followed by two hands-on days in the classroom. The independent work will entail reading, studying, researching and completing five assignments and reading one book. The assignments are done over 24 hours that you incorporate into your work week for the six weeks prior to class time.

You are receiving all of your assignments at the beginning, along with due dates, for you to budget your time in a way that works best for you and your schedule. Each assignment takes approximately four hours. If you are taking this course on your department's time, it is **imperative** your agency commits to allowing you the time to complete the pre-class assignments each week.

This course is designed for **experienced instructors** to expand upon their knowledge and skills. Students will be immersed in student-centered facilitation with some introduction to Problem Based Learning. This is **NOT a basic skills class; presentation skills and experience in lesson planning and facilitating are necessary preconditions to succeed in this class.**

Curriculum Overview:

The course focuses on how people learn (research from the field of educational psychology) to promote better practices in criminal justice training. How can you keep your students engaged and thinking at a higher level; to use problem solving? What makes adult learning comprehensive? This material will assist experienced instructors by providing additional tools for their tools box; to teach students to think at higher levels. By intentionally setting objectives (Blooms) and evaluation methods (rubrics) to reach for those higher levels and/or by using methodology that requires it (PBL, Journal, adult facilitation methods). We'll explore ways to manage a classroom that is focused on the higher learning levels. These are the components we have chosen to implement in many of our CJTC programs. The tools provided allow for flexibility in how you implement them based on your curriculum needs.

Topics covered will include:

- Problem Based Learning
- Reflective journaling
- Emotional Intelligence
- Bloom's Taxonomy
- Adult Centered Facilitation Skills
- Rubrics

Assignment Schedule

We request that you turn in your assignments no **earlier** than the Friday prior to the due date in order to allow you time to receive feedback on your last assignment and incorporate any instructions or new information into your work.



Assignment	Sent/Resent to Student	Due
Self- Introductions/Bios	08/25	Noon 09/02 (Tuesday)
Journaling	08/25	Noon 09/08 (Monday)
Blooms/Adult Facilitation	09/08	Noon 09/15 (Monday)
PBL	09/15	Noon 09/22 (Monday)
Rubrics	09/22	Noon 09/29 (Monday)
Copyright Concepts	09/29	Noon 10/06 (Monday)
Emotional Intelligence: Quick Book <i>(read)</i>	Mailed prior to 08/25	08:00 10/13 (Monday)

All assignments are attachments, providing full information on how to meet or exceed standards for each element. Review and feedback of assignments by instructors will occur in a timely manner and always prior to the next due date. This provides you useful information regarding your performance in the independent work. If you have any questions in reference to the assignment(s), please contact your instructors via email. If you do not meet standards on two assignments, your participation in the course will be reviewed to determine if you will be allowed to continue with the course.

This course is an advanced study and expectations for participation are reflective of this. Be prepared at the beginning of class time to discuss expectation for our two days together, including how participation, communication and feedback will look.

Please bring all resources provided to as part of this course to class so you can access and utilize them. This may be in paper or electronic form; either is acceptable so consider what best meets your needs to participate.

During the full two days in class we will utilize the independent work you completed as a foundation to the work you will be creating in teams.

Classroom Performance Objectives:

Using a problem based learning model in class, you will:

Develop a training exercise on one of the emotional intelligence skills, for the classroom environment, within 30 minutes.

Deliver your team's training exercise, to the group, as defined in class.

Create a learning objective, in your team, as the basis for your assigned training session.

Develop a 30 minute facilitated training session on an assigned topic, incorporating your research and resources, using adult facilitation techniques.

Create a Rubric on an assigned topic, in a team, within one hour.

Present your completed Rubric, to the class, within 10 minutes.



Deliver your team's facilitated training session, to the class, using your rubric as the standard.

Determine permission to use materials for training, from a class scenario, as defined by the "Fair Use" standards

Journaling:

Your assignments for the independent work are to submit a journal for each module. While you will read more information on this in your first assignment, here is some initial information to review as you prepare:

Journals, sometimes referred to as "reflective journals" are a tool widely used in education and training to increase learning. Properly written reflection decreases training time, increases recall and improves application of learning to problem solving. Journals help the student to be more aware of what they learned or performed, how and why they learned or performed something, and to identify strategies and action plans to improve performance and critical thinking. Journals are not 'logs' describing events as facts in a report. A proper journal entry touches on not only what happened, but your thoughts and feelings, and how the event may shape your future actions.

John Dewey defined reflections as: *'Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads...it includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality' (1933).*

Journals should be written in the first person; your focus should be reflection and planning. Be sure to keep the writing professional and appropriate.

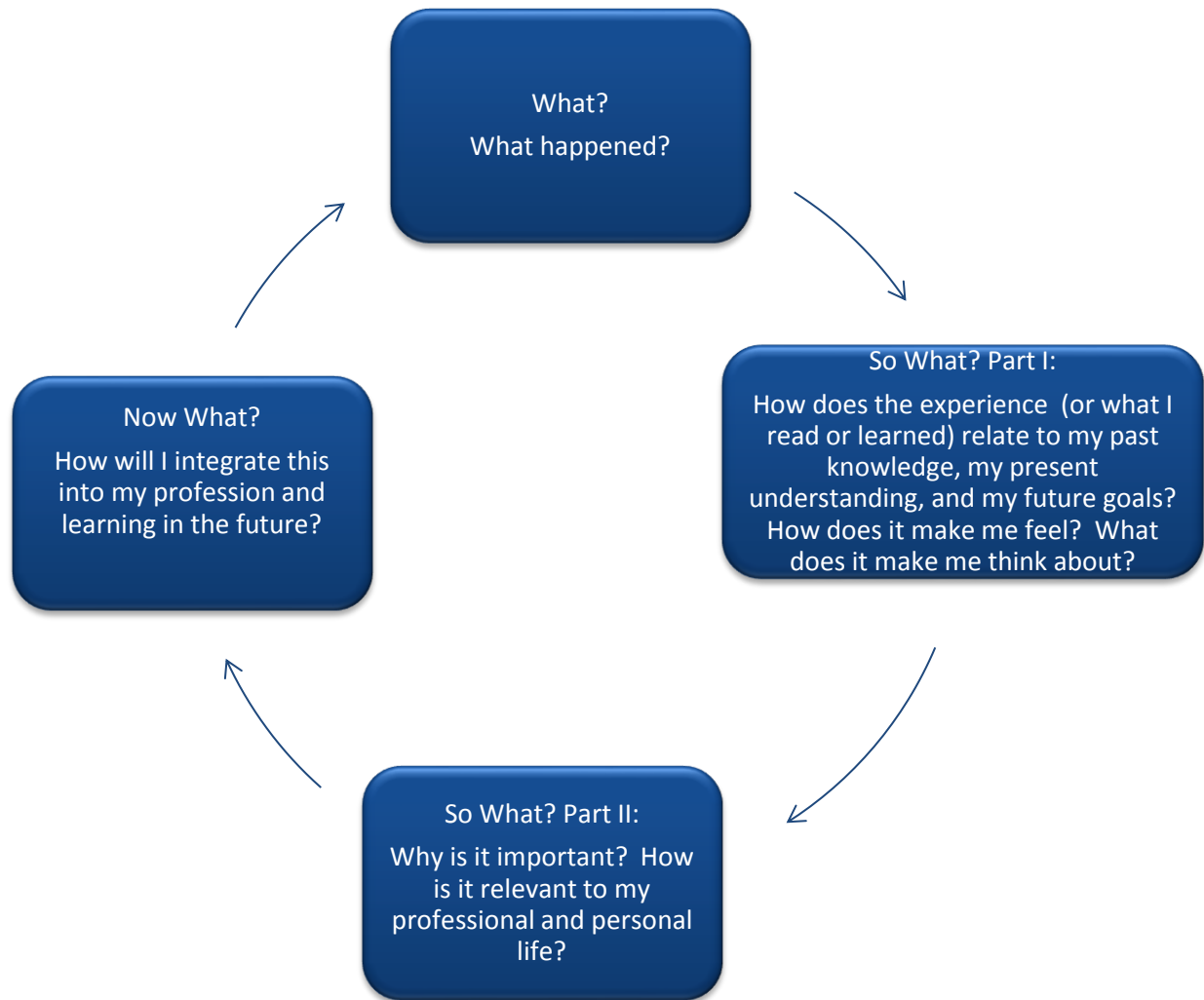
Journals should also be a learning tool about you. It gives you the opportunity to look introspectively at what is going on with you and around you. To be a great instructor you have to know yourself and what is happening in your world. Have fun with this as it is a great tool.

A useful script for journal entries includes:

- What?
 - Briefly describe the event, learning or activity – what happened that you are reflecting on?
- So what?
 - What is the importance of this experience? How can you use what you have learned? How does it make you feel; what was good or bad about it? How is it relevant to you specifically?
- Now what?
 - What will you do about it? How will you integrate this into your actions? What change will this bring about in your performance or actions? What steps are you going to take on the basis of what you have learned?



Stages of Reflection: What, So What, Now What



As instructors, you are already aware of the power of feedback. You will receive feedback from the instructors on your journals. The intent of this is to engage with you and your work product before the class and provide you feedback on your performance. Each week's assignment will be followed up by one of the instructors with notes on specific information in your journal and some "food for thought" for your consideration on the topic which may pose a rhetorical question. This is information for you to use as you choose. If the instructor has specific questions for you to answer and return, they will provide instructions for you to do so.

We are excited to have you as part of this class. As you can see we have a full schedule for the next several weeks together. We are here for your success. Please let us know if there is any additional information or resources you need.

